DOCUMENT RESUME

ED 416 357 CE 075 777

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TITLE	Keeping up with Changes in Laws Affecting Immigrants. Tierra de Oportunidad Module 20. LAES: Latino Adult Education Services Project.
INSTITUTION	Hacienda La Puente Unified School District, City of Industry, CA.; California State Univ. Inst., Long Beach.
SPONS AGENCY	California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE	1997-00-00
NOTE	32p.; For related modules, see CE 075 757-787.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Basic Education; Basic Skills; Behavioral Objectives; English (Second Language); *Federal Legislation; *Immigrants; Information Seeking; Learning Modules; Lesson Plans; Library Materials; *Literacy Education; *Problem Solving
IDENTIFIERS	California; *Immigration Law; 353 Project

ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in adult basic education or English-as-a-Second-Language (ESL) courses, addresses keeping up with changes in laws affecting immigrants. Its objective is to teach students to track the legal framework that affects immigrants' lives and to build problem-solving skills by emphasizing the need to develop and use conceptual matrices to evaluate issues in more than one dimension. The module contains the following: an overview of the topic; the specific skills that the module emphasizes; and teaching points, learning activities, resources, and commercial textbooks. A summary sheet describes controversial provisions of immigrant federal legislation and what happened to them (January 1996-October 1997). A summary sheet of key terms follows. A sample lesson plan begins with a cover sheet with objectives, learners and context, room setup, to bring, to do ahead, media used, and steps. The lesson plan indicates time required, materials required, and teacher and student activities. Other contents include overhead transparency masters, handouts, presurvey, and postassessment. The objectives for this module are as follows: use library resources, apply key word search features, locate information about an issue, express personal opinions, listen to others' opinions, analyze points of agreement and disagreement, and negotiate and compromise. (YLB)

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ED 416 357

LAES
Latino Adult Education Services

Tierra de Oportunidad

MODULE 20

Keeping Up With Changes In Laws Affecting Immigrants

Ed Kissam and Holda Dorsey

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INSTRUCTIONAL AREA
Promoting Community Participation

MODULE 20
Keeping Up with Changes in Laws Affecting Immigrants

Overview

Issues related to immigrants are currently (in 1997) one of the major social concerns on the mind of Americans. Political candidates for seats in the House of Representatives and Senate, and candidates for state office in California have made immigration policy a major theme of their campaigns.

The laws and government regulations which have governed immigrants' lives for years changed significantly in 1996 and may change still more over the next several years. Media coverage of political debate on these issues and subsequent changes in INS regulations have fueled a wave of fear among immigrants.

Immigrants, of course, are stakeholders in this process and should be encouraged to keep up-to-date on the constantly changing legal framework of local, state, and federal government relations with immigrants. They may simply wish to become well-informed or they may wish to become actively involved in attempting to affect the course of legislation which will deeply affect their lives and their children's lives.

Most policy analysts working in this area now distinguish between immigration policy, that is, federal policy about admitting or adjusting the status of new entrants to the United States from **immigrant policy**, that is, federal, state, and local government policy about the rights and duties of immigrants, including the types of services immigrants can receive. Pending federal legislation would dramatically and adversely change the legal framework in both those areas.

In order to effectively follow how the legal framework which affects them is changing, it will be useful for immigrants to pay careful attention to shifting currents of public opinion, the speeches, campaign literature, and votes of public officials and political candidates who are most involved in addressing issues, either from an anti-immigrant or a pro-immigrant perspective. It will also be useful for immigrants to join organizations which are tracking these issues (or, at least, subscribe, or ask their local library to subscribe to their newsletters).

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Even U.S.-born Latinos should pay close attention to the changing legal framework affecting immigrants. For example, several recent proposals have advocated re-interpreting the 14th amendment to the Constitution which guarantees citizenship to persons born in the United States. These proposals, if ever adopted or implemented, might keep the U.S.-born sons and daughters of immigrants from attending U.S. schools.

Practically, in order to effectively keep up to date on potential and actual changes in the legal framework affecting immigrants' lives, it is important to distinguish among both pro and anti-immigrant proposals on the basis of their seriousness (e.g. how many people would be affected, how major an impact the proposal would have) and credibility (e.g. how likely it is that proposals will be passed into law and that the new law will be enforced).

The most immediate serious threat to long-term immigrants' well-being stems from a variety of legislative proposals which would serve to limit legal permanent residents' eligibility for a wide range of social programs. Some proposals which pose more serious threats deserve continuing attention, to make sure that are not likely to become law in the near future.

Because the legal framework of laws affecting immigrants is currently so volatile, immigrants should understand that changing laws involves a long and complex process. Because the federal government is considered to have primary responsibility for immigrants, most important legislation affecting immigrants is federal. Immigrants need to understand, at a minimum, that the legislative process includes:

a) introducing legislation in either the House of Representatives or the Senate,
b) legislation being referred to House/Senate committee for study,
c) a committee vote on the legislation,
d) presentation and votes by the full House of Representatives and Senate,
e) appointment of a Conference committee to reconcile the two versions of legislation,
f) congressional approval of the Conference committee report,
g) and signature or veto by the President
h) review by the state or federal court system
I) implementation by accountable government agency
I)

When legislation as important as current changes in laws affecting immigrants is signed into law, there is still a long process of litigation in which the courts must decide whether the new legislation conforms to basic legal and constitutional principles. The debates about immigrants' rights are complex for our society, for legislators, and for the courts, so immigrants should not be surprised to find that the information they hear is, at times, confusing and contradictory.

Current immigration law proposals are so strict that learners should be reminded they need to pay attention not only to objective changes but to how new legislative

proposals make them feel. Immigrants should recognize and acknowledge the negative emotions they, their relatives, or neighbors may experience in hearing, thinking and talking about being legislatively placed into a second-class legal status. Probably the only antidote to these negative feelings is to gain a better understanding of how and why this process is taking place and deciding what individual response makes sense.

Because the framework for debate is constantly changing, persons who want to be actively and effectively involved need to stay up to date on how the policy debate and legislative picture is changing. The political process is usually slow, but, sometimes, it speeds up rapidly and people who are involved need to be prepared to respond immediately. In some ways, politics is like free-form athletics -- running a race which is somewhat like a relay race, a marathon, a decathlon, and soccer, all at once. For immigrants, following changes in immigration law needs to be a lifelong endeavor.

Basic Skills Development

Attention to tracking the legal framework which affects immigrants' lives is a valuable means of emphasizing the need in an information society to recognize that social facts are fluid and likely to change as a result of many different countervailing pressures. This module also serves to address an important aspect of reference skills -- strategies to efficiently secure information and monitor unpredictable changes.

This module builds problem-solving skills by emphasizing the need to develop and use conceptual matrices to evaluate issues in more than one dimension, e.g. trade-off between how serious a threat is and how likely it is to actually affect one.

Specific SCANS skills emphasized in this module are the following:

Thinking Skills	prioritizing issues to address, generating scenarios applying general information to unique cases
Personal Qualities	the need for ongoing lifelong learning, values clarification, reflection, distinguishing fact and opinion
Uses Information	efficiently securing summary information on high-profile topics, periodically updating information, using multiple data sources, organizing information, testing the accuracy of information, identifying and testing hypotheses, questioning conventional "received" folk wisdom (i.e. about immigrants).

Works With Systems	the value of using and carefully assessing the relative utility of multiple information resources -- diverse sorts of print media (newspapers, special interest newsletters), orally-communicated information, and on-line data resources.
Uses Technology	uses technology to keep abreast of changes in laws, and to communicate with others.

Teaching Points

1. **Eligibility for some federal social program benefits formerly available is becoming more restricted but not all of the proposed changes have yet become law or implemented by affected agencies.** Exactly how these changes have been or will be implemented is not yet clear. "Welfare reform" initiatives at the federal level have eliminated or compromised legal immigrants eligibility for program benefits. The agencies involved in implementing these changes are still deciding exactly what will happen, so immigrants should take particular care to become well-informed. When agencies propose regulations to implement changes in the law, they often provide an opportunity for public comment.

2. **Eligibility for other social program benefits may also become more restrictive depending on what action state government takes.** This has been a major agenda item in the California legislature and, as with federal programs, there remains much confusion. Public and legislative debate on these issues have resulted in a more "immigrant-friendly" legal framework for California programs than might have been expected. However, many problems remain, particularly for immigrant families of mixed status in which some family members may be citizens, while others may be legal residents, and others, unauthorized. Regulations governing many social programs are in the process of being revised and some special programs might fill-in for lost federal programs.

3. **Provisions for the adjustment of the status of relatives of legal immigrants may change as a result of new immigration legislation proposals being considered by Congress.** The Immigration and Naturalization Act of 1990 made many changes in the system for admission of family-sponsored immigrants, employment based immigration, and refugees. Further changes may be forthcoming. Again, the timing and likelihood of actual change depends on complex political forces.

4. **Very recent new anti-illegal immigrant provisions were packaged into "anti-terrorism" legislation passed into law.** These provisions and other pending ones negatively affect the legal procedures in immigration law which guarantee immigrants due process, making it more difficult for immigration lawyers to defend their clients. These new "anti-terrorism" initiatives seriously compromise immigrants' rights to due process prior to being deported. Other

initiatives are targeted so as to make it very difficult for people who have been illegally in the United States to ever achieve legal status, for example, even if their U.S.-born children who are citizens of the U.S. petition to have them legally admitted to the United States. These provisions still are subject to change, so families should be encouraged to consult with reputable immigration advocates who have up-to-the-minute information on where things stand.

5. **"Special Interest" groups focusing on immigration issues are a good source for summary information on how the legal framework is changing.** Most groups put out regular or occasional newsletters which report on new developments. While information in such newsletters is usually factually accurate, the newsletters usually reflect the organization's point of view. Ideally, immigrants concerned with the issue of how the legal framework for their lives is changing would do well to read materials both from pro-immigrants and from anti-immigrant groups. Leading national pro-immigrant pro-Latino groups include: the National Immigration Forum, the National Council of La Raza, and the Mexican-American Legal Defense and Education Fund. Leading pro-immigrant pro-Latino groups in California include: CHIRLA (Coalition for Humane Immigrant Rights of Los Angeles, and One Stop Immigration (in Southern California) and the Coalition for Immigrant Rights (in Northern California). The leading national anti-immigrant group is FAIR --the Federation for American Immigration Reform .

6. **Information on the changing legal framework for immigration policy is available even to non-specialists.** Leading data sources, most notably the local university or public libraries and the Internet, permit "keyword searches", that is, a search in which a data user defines their interests and is provided a list of citations (often organized with the most recent ones first) of materials and articles on the topic. While these materials often require advanced reading skills and/or specialized knowledge to fully assimilate, many materials include summary headlines which give the reader cues on what the complex technical discussion relates. Libraries have a particularly useful resource which is an index of recent newspaper articles in the leading "newspapers of record" -- the Wall Street Journal, the Los Angeles Times, the Washington Post, and the New York Times. Reference librarians are almost always happy to help people seeking information.

7. **Family, friends, and neighbors are not always a reliable source of information.** Most contemporary legislation is complex and not easily analyzed. Even well-educated friends and neighbors may not have (or communicate) an entirely accurate understanding of the provisions of newly-passed laws or regulations. People should find out for themselves whether they believe a new development may affect them or their family and, if so, they should consult a qualified immigration attorney.

8. **Although most new legislative initiatives are anti-immigrant, there are some local efforts to change local regulations to allow immigrants to vote on local issues irrespective of legal status.** The argument in favor of allowing local residents to vote on local issues regardless of status is that such local issues affect everyone, for example, elections to select board members for a K-12 or community college district. Special state food stamp provisions, to allow otherwise eligible legal immigrant children and elderly persons who are legal residents to get assistance, are an example of helpful initiatives.

9. **Education has become a focus of social policy debate.** Recently, education has become a major issue for public debate. Passage of California's Proposition to prohibit preferential admission based on race, and potential state initiatives prohibiting some types of bilingual education programs or promoting initiatives designed to encourage diversity in education are all being extensively debated and discussed. Immigrants' efforts to become informed about and involved in this debate are one facet of their responsibilities as parents since the outcomes of this public dialogue will impact their children's educational experience.

Sample Learning Activities

1. Arrange with the reference librarian at a local library to introduce students to the library's newspaper index (often on InfoTrac) and, if available, journal indices. Ask for a demonstration of keyword searches and follow-up to find which citations are available at the local library or how they can be ordered.

2. Search the Internet for references to "immigration" and "legislation", immigration policy, or other search strategies which seem promising. Explore home pages which come up and rate them in terms of usefulness (based on how current information is, how well summarized information is, and how relevant to interests). If adequate access is available, assign teams to explore further "hot links" to related websites.

3. Invite two administrators (or program specialists) from local programs which would be affected by changing laws on immigrant eligibility for key programs to discuss their views on the proposed changes and the approach they will take to implementing the legislative changes if such changes take place. If possible invite administrators who will take a position in favor or against the changes. Administrators who should be familiar with the issues include the following positions: Administrator, Department of Social Services (County), Hospital Administrator, (County Hospital), Student Financial Aid Administrator (Community College, California State University, or University of California), School Superintendent (Local K-12 school system).

4. Invite an advocacy group (either pro-immigrant or anti-immigrant) to discuss legislative efforts to change the legal framework affecting immigrants' lives. Ask them to discuss the timetable, their assessment of which initiatives are most likely to become law, and their own efforts in addressing immigrant issues.

5. Invite a local political leader, an elected city, county, state, or federal official to talk (or send one of their staffers to talk) to your class or a group of classes about their views on immigration policy (either pro- or anti- immigrant). Encourage students to ask tough but polite questions.

6. Have students research and write a short history of California's Proposition 187 -- when it was first proposed, who supported it, how the proposition qualified for the statewide election, strategies used for and against it, and court actions following passage. Students might be introduced to the idea of oral history and reminded that individuals from the major pro- and anti- immigrant groups which are now operating were often deeply involved in the process which led up to passage of the proposition and the legal challenges to it.

7. Have students prioritize the topics on **the Summary Sheet -- Key Provisions of Anti-Immigrant Federal Legislation** -- in terms of which issues are most important to them and discuss the top three issues as determined by the class.

8. Have students estimate if they currently or would likely to ever be able to sponsor an immigrant, under the provisions of the new legislation which require sponsors to earn more than 125% or 200% of the poverty level to sponsor a new entrant (See Summary sheet for details).

9. Have students research and report on key technical terms/concepts in new immigration legislation. This research can include talking to friends, family, experts, as well as looking at print materials. See **Summary Sheet of Key Terms**.

10. Have students research on the Internet and/or in print, the most recent federal legislation affecting immigrants. Ask students to decide if they think new terms or concepts should be added to the **Summary Sheet of Key Terms** and, if so, ask them e-mail their suggestion about this correction to the Latino Adult Education Services Project at: **hdorsey@otan.dni.us**

11. Have students write a short letter to a 10 year-old U.S.-born child, or grandchild, explaining why his or her rights are different from those of his or her foreign-born parents, brothers or sisters, or grandparents.

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Resources

Summary Sheet -- Key Provisions of Anti-Immigrant Federal Legislation, January-May, 1996. Also Summary Sheet of Key Terms

Sample article -- "Poll: Let in fewer immigrants", San Francisco Chronicle, February 18, 1996.

Sample article -- "Create-A-Villain: Demons All the Rage in Politics", San Francisco Chronicle, February 19, 1996.

Sample article -- "Immigrant Hotline Divides Congress", San Francisco Chronicle, February 20, 1996.

Legislative Analyst's Office, "Policy Brief: House and Senate Welfare Reform: Fiscal Effects on California", September, 1995.

Michael Fix and Wendy Zimmerman, "When Should Immigrant Receive Public Benefits?", Urban Institute Welfare Reform Brief #3, May, 1955.

GAO, "High Education: Selected Information on Student Financial Aid Received by Legal Immigrants", U.S. General Accounting Office, November, 1995.

Pro-Immigrant Groups

National Immigration Forum
220 I Street, NE – Suite 220
Washington, DC 20002
(202) 544-0004

CHIRLA
1521 Wilshire Blvd.
Los Angeles, CA 90017
(213) 353-1333

CIRRS
995 Market St. Suite 1108
San Francisco, CA 94103
(415) 243-8215

Anti-Immigrant Groups

FAIR
1666 Connecticut Ave., N.W., Ste 400,
Washington, D.C. 20009
1-800-395-0890

A useful World-Wide Web site for updating information on Immigration is **the American Immigration Resources on the Internet** homepage. It has links to the U.S. House of Representatives Law Library, the Code of Federal Regulations, a weekly immigration law update, and the INS homepage, the address is:
http://www.wave.net/upg/immigration/resource.html

Commercial Textbooks

Choices: An ESL Lifeskills Series For Adults, Contemporary Books
Ch. 1, I Want to Bring My Son Here

English Day By Day, Academic Therapy Publications
Unit 11, Law

English for Adult Competency, Prentice Hall Regents
Ch. 9, Government and Law

It's Our Government, Janus Books
Ch. 5, What Are the People's Right?
Ch. 8, How Does Congress Work?
Ch. 9, How Do Bills Become Laws?

Naturalization: A Guide for Legal Practitioners and Other Community Advocates,
The Immigrant Legal Resource Center
1663 Mission St. Suite 602,
San Francisco, CA 94103

The Way to U.S. Citizenship, Dormac, Inc.
Lessons 31-33, Immigration and Naturalization.

You and the Law, Educational Design, Inc.
Ch 1, Our Legal System

"Welfare Reform and California Public Schools",
ACSA Report, Dec. 1996

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Summary Sheet
Controversial Provisions of Immigrant Federal Legislation
And What Happened to Them
January, 1996-October, 1997.

Exclusion of undocumented children from school. H.R. 2202 contains a version of Proposition 187's denial of education to undocumented children. Proposition 187 would have also denied education to the U.S.-born children of undocumented parents. This amendment, sponsored by Congressman Gallegly of California, has led president Clinton to threaten to veto a Conference Committee report reconciling the House and Senate versions of the bill if it includes this provision. **FAILED**

Punitive Provisions Against Immigrants who have been in the U.S. Illegally H.R. 2202, as passed by the House of Representatives in March, 1996, has a lifetime bar against adjustment of status (legalization, legal residency) for people who "entered without inspection". An amendment to the Senate version of the bill -- S. 1664 -- has "only" a 10-year bar on adjustment of status but it extends to those who overstayed a visa, as well as those who "entered without inspection". **FAILED, SENATE VERSION ADOPTED**

Summary Exclusion of persons who enter without inspection and instant decisions on asylum claims. These provisions in the new anti-terrorism law -- S. 735 -- which would have taken effect in October, 1996 compromise due process provisions of current immigration law. The Leahy Amendment in S. 1664 would have a positive impact in undoing some of the provisions of the anti-terrorism law. **FAILED**

Bar on Public Housing Assistance for Persons who house or help to house undocumented immigrants. This bar is the same in both the House and Senate bills (H.R. 2202 and S. 1664) and, thus, would be very likely to become law if the bills were reported out of Conference Committee and signed by the president. **UNCLEAR**

Construction of Triple Tier fencing along the Mexico-US Border. H.R. 2202 requires building 14 miles of fencing in the San Diego Sector. The Senate Bill S. 1664 allows the INS to build fencing "where it's needed". **FAILED**

Requirements for Sponsoring Immigrants. H.R. 2202 would require persons sponsoring an immigrant to earn more than 200% of the poverty level while S. 1664 would require persons sponsoring an immigrant to earn more than 125% of the poverty level, even if the person they were sponsoring was a spouse or minor child. **PASSED**

Deportation for Using Publicly Funded Programs. Both bills require that immigrants be deported for using publicly funded program for one year or more during their first 5 years in the U.S. In S. 1664, this includes student loans, employment training, and a variety of other programs. **FAILED**

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Summary Sheet of Key Terms

Adjustment of Status

Amendment

Asylum

"Bill" vs. "Law"

Conferees, Conference Committee, Conference Report

Employer Sanctions

Entered without Inspection

"May" vs. "Shall"

Federal Program

Judicial Review

Legal Permanent Resident

National Verification System

Naturalization

"Qualified" legal immigrant

Poverty Level

Public Benefits, Public Benefit Programs

Sponsorship

Suspension of Deportation

Veto

Visa Overstay

Voluntary Departure

20. KEEPING UP WITH CHANGES IN LAW

OBJECTIVES:

- use library resources
- apply key word search features;
- locate information about an issue;
- express personal opinions
- listen to others opinions
- analyze points of agreement and disagreement;
- negotiate and compromise

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Chairs and small tables to facilitate small team work

TO BRING

Maps to the library

TO DO AHEAD

Make an appointment at the local library with the reference librarian to use newspaper indexes or Info Trac and to use an area as a classroom.
Procure "field trip" permission.
Set up Internet access and allow time for students to practice "key word search" features.

MEDIA USED

Overhead, Info Trac, computers

STEPS

Warm up - Introduction
Vocabulary
Choosing an issue
Field Trip Preparation
Going to the Library
Using library resources
Listing information pro and information against
Points of agreement and disagreement
Negotiate and Compromise
Report back
Reflection
Closure

Holda Dorsey

Lesson Plan: Keeping Up with Changes in Law

	Warm up	Teacher asks students to list immigration issues that they have heard are a social concern, or immigration issues that are of interest that of interest to all immigrants.
(10 min)	*Prior Knowledge Activation* *• Warm-Up Exercise*	Students brainstorm issues, teacher writes them on the board.
	Introduction	Teacher states that it is imperative to all immigrants to keep up to date on the changing laws that may affect their lives or the lives of people around them. In order to be informed it is necessary to access information from a variety of sources.
(10 min)	*Information Preview* *• State Objectives Informally*	
	overhead	After this lesson the students will be able to: • Use library resources; • Apply key word search features; • Locate information about an issue; • Express personal opinions; • Listen to others opinions; • Analyze points of agreement and disagreement; • Negotiate and compromise.
	Vocabulary	The teacher states that first the students need to review some vocabulary terms.
(15 min)	*Information Acquisition* *• Give Definition*	Students will work with a partner to define the words in the handout.
	print	teacher gives one copy to each pair.
		After the students have completed the assignment, teacher asks students at random to give their definitions of the terms.
		Teacher asks other students to clarify the information. Until all students are familiar with the terminology.
	Choosing an Issue	Teacher asks students in groups of four to select an issue interesting to them. The students can select from the issues brought up during the brainstorming session or from the "Summary Sheet" of controversial provisions of the federal legislation on immigration.
(5 min)	*Motivation* *• Establish Tie to Interests*	
	overhead	

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Lesson Plan: Keeping Up with Changes in Law

	Field Trip Preparation	Teacher explains that the public library is the best place to locate information spending only time and energy. So as planned, they are going to the local library where the lesson will continue..
(10 min)	*Information Preview* *• Provide Overview*	Once there, they will meet with the reference librarian, who will show them: a) where to locate newspaper and magazine indices; b) will demonstrate how to use the "key word search" feature; c) and you will have the time to select information regarding Immigration issues.
	Going to the library	Teacher gives directions and checks that all students have transportation.
(15 min)	*Other* *• Transition*	Teacher and learners go to the public library.
	The Library	Teacher introduces the reference librarian to the students and turns over the class to the librarian.
(10 min)	*Information Acquisition* *• Procedure Demonstration*	The librarian shows step by step a) where to locate newspaper and magazine indices; b) demonstrates how to use the "key word search" feature; Students ask clarifying questions.
	Using libray resources	Students use the resources available to locate information in favor and against the issue selected.
(20 min)	*Practice & Feedback* *• Creative Practice* *print*	Students take notes citing the source of the information.
	Listing info pro	Teachers ask the students to analyze the information found in favor of the issue, separating fact from opinion, and list the facts.
(10 min)	*Practice & Feedback* *• Creative Practice* *mixture*	

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Lesson Plan: Keeping Up with Changes in Law

(10 min)	**Listing info against** *Practice & Feedback* • *Creative Practice*	Teacher asks students to analyze the information found against the issue, separating fact from opinion, and list the facts.
(10 min)	**Points of agreement** *Practice & Feedback* • *Creative Practice*	Teacher asks students to work with their group to find points of agreement between the information against and in favor of the issue.
(10 min)	**Points of disagreement** *Practice & Feedback* • *Creative Practice*	Teacher asks students to now look at the points of disagreement and rank from most important to least important.
(15 min)	**Negotiate and Compromise** *Practice & Feedback* • *Role Play*	Teacher asks students to role play each side of the issue, discuss with their team, negotiate and compromise. Students need to take into consideration the consequences of each decision before reaching a compromise.
(15 min)	**Report back** *Practice & Feedback* • *Group Feedback*	Each group presents the issue that they researched, highlighting the information in favor and against and reporting the solution reached.

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Lesson Plan: Keeping Up with Changes in Law

Reflection

(10 min) *Closure*
- *Reflection*

Teacher asks students to take a few minutes to reflect on the process followed: researching both sides of the issue, discussing, negotiating and finally compromising.

Closure

(5 min) *Closure*
- *Learner Summary*

Students restate what was presented, highlighting what was most interesting to them.

Now we are able to:
Use library resources;
Apply key word search features;
Locate information about an issue;
Express personal opinions;
Listen to others opinions;
Analyze points of agreement and disagreement;
Negotiate and compromise.

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OBJECTIVES

You will be able to:

- Use library resources;
- Apply keyword features;
- Locate information about an issue;
- Express personal opinions;
- Listen to others opinions;
- Analyze points of agreement and disagreement;
- Negotiate and compromise.

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Summary Sheet of Key Terms

Student: Work with your partner in defining these terms from the Immigration point of view.

Adjustment of Status

Amendment

Asylum

"Bill" vs. "Law"

Conferees, Conference Committee, Conference Report

Deeming

Employer Sanctions

Entered without Inspection

"May" vs. "Shall"

Federal Program

Judicial Review

National Verification system

Naturalization

Poverty Level

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Public Benefits, Public Benefit Programs

Sponsorship

State Program

Suspension of Deportation

Veto

Visa Overstay

Voluntary Departure

Summary Sheet
Controversial Provisions Federal Legislation on Immigration
January-May, 1996.

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Summary Exclusion of persons who enter without inspection and instant decisions on asylum claims. These provisions in the new anti-terrorism law -- S. 735 -- which takes effect in October, 1996 compromise due process provisions of current immigration law. The Leahy Amendment in S. 1664 would have a positive impact in undoing some of the provisions of the anti-terrorism law.

Bar on Public Housing Assistance for Persons who house or help to house undocumented immigrants. This bar is the same in both the House and Senate bills (H.R. 2202 and S. 1664) and, thus, would be very likely to become law if the bills were reported out of Conference Committee and signed by the president.

Construction of Triple Tier fencing along the Mexico-US Border. H.R. 2202 requires building 14 miles of fencing in the San Diego Sector. The Senate Bill, S. 1664, allows the INS to build fencing "where it is needed.

Requirements for Sponsoring Immigrants. H.R. 2202 would require persons sponsoring an immigrant to earn more than 200% of the poverty level while S. 1664 would require persons sponsoring an immigrant to earn more than 125% of the poverty level, even if the person they were sponsoring was a spouse or minor child.

Deportation for Using Publicly Funded Programs. Both bills require that immigrants be deported for using a publicly funded program for one year or more during their first 5 years in the U.S. In S. 1664, this includes student loans, employment training, and a variety of other programs.

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Analyzing Issues

*Team:*_____ _____

_____ _____

What is the issue that you selected?

_____

Identify the facts in favor of the issue:

_____

_____

_____

_____

_____

_____

Identify the facts against the issue:

_____

_____

_____

_____

_____

Identify the areas on which you agree:

_____

_____

_____

Identify the areas on which you disagree:

In which areas could you compromise?

Explain your recommendations to the group.

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Following Changes In Laws About Immigrants"

1. Are you confident you have sufficient, accurate and up-to-date information about the ways recent and pending legislative changes or issues being debated in public may affect your legal rights, particularly in the area of:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	A Little Confident	Quite Confident	Have All the Information
a. Federal "welfare reform" which changes legal immigrants' eligibility for certain benefits?				
b. Eligibility for benefits offered by both state and federal aid programs such as TANF, Medi-Cal, Food Stamps and SSI?				
c. The status and rights of relatives of legal immigrants?				
d. "Anti-terrorism" legislation which may affect an immigrant's right to a legal defense before deportation?				
e. Legal status, making it difficult for people once labeled "illegal" to ever achieve legal status, even through later efforts of their children who are citizens?				
f. How changes in public opinion about educational policy may affect your children's education?				

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2. Are you confident you have enough information about how laws are made in the U.S., particularly that:

	For Each Line, Please check the box that applies to you			
	Not Very Confident	A Little Confident	Quite Confident	Have All the Information
a. The process by which laws are changed is a political process and as such it is responsive to public opinion?				
b. The process of changing laws is long and complex?				
c. The federal government, for the most part, has jurisdiction over immigrants?				
d. A change in immigration law must be implemented in regulations after it is passed?				
e. The way regulations are written and interpreted may change the effect a new lay may have on people?				
f. Once a law is approved it can still be challenged at several levels in the federal court system?				

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3. **Are you confident you have the necessary research skills you need in order to:**

	For Each Line, Please check the box that applies to you			
	Not Very Confident	A Little Confident	Quite Confident	Have All the Information
a. Keep yourself informed about the facts related to changing legal status of immigrants and how they might affect you.				
b. Assess the validity of information offered by family, friends and co-workers regarding changes in laws affecting immigrants?				
c. Find and use the information from "special interest" groups as a means of keeping up-to-date on public opinion and legislation—both those groups who are for immigrants and those which are not pro-immigrant?				
d. Keep family, friends and co-workers informed about pending legislation?				
e. Organize a letter writing campaign directed at groups or elected officials who sponsor anti-immigration legislation?				

4. **What do you want to learn about keeping up with changes in laws affecting immigrants?**

I want to learn:

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Module 20
Following Changes In Laws

Instructions: : Please team up with three or four other students to work on this activity as a group. The activity is divided in two parts. The first part asks you to discuss a proposed or actual law on which people voted not too long ago. The second part asks you to reflect on your work with this module and tell us what you learned.

Part I
Form small groups. Use the answer sheet on the next page to prepare your report.

1. Select one of the bills proposed to voters in the November 1996 election; or, if available, the instructor can ask the students get on the OTAN Web Page, and select a proposed law, as profiled there, for discussion.

2. Read the proposed (or actual law) on which people will vote (or voted) on 11/5/96.

3. Discuss the proposed law as a group, and prepare a report on it including:

a. who (what kinds of groups) might be for it and against it, and the reasons why
b. what the law as proposed means for you and others in the community in which you live--what are positive and negative effects from enacting the law (if any)?
c. who (the kinds of people in different kinds of situations) the law (if enacted) will affect (or has affected)
d. when the law will go into effect
e. what will be involved in putting the law into effect
f. how might the law be improved (i.e. amended to make it better)

4. State the group members' position regarding the proposed or actual law; and make a report to the class about your discussion on what impacts the law will probably have, and how it might be improved.

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Following Changes in Laws
Answer Sheet

1. **What actual or proposed law is your group discussing?**

_____

2. **Summary of the proposed or actual law, for the oral report to the class:**

_____

_____

_____

3. **Report outline:**
   a. who (what kinds of groups) might be for it and against it, and the reasons why

_____

_____

_____

   b. what the law as proposed means for you and others in the community in which you live--what are positive and negative effects from enacting the law (if any)?

_____

_____

_____

   c. who (the kinds of people in different kinds of situations) the law (if enacted) will affect (or has affected)

_____

_____

_____

   d. when the law will go into effect? Will it be in effect by March 14, 1997?

_____

e. What will be involved in putting the law into effect?

f. group members' position regarding the proposed or actual law, what are the changes from the previous situation that are likely to occur?

g. how the bill might be improved?

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Part II.

Please tell us what you learned from your work with this module.

1. Did you benefit from your work on this module regarding any of the following?

understanding better:	**Yes/No**	**Please comment on either:** • **How you benefited; or** • **Why you feel this module was not useful for you in this area**
a. The process by which laws are changed is a political process and as such it is responsive to public opinion and debate?		
b. Understanding how the process of passing and implementing laws affects you?		
c. How court review of laws might affect you?		
d. how to convince family, friends and co-workers to stay informed about pending legislation?		

2. Did your work in this module help you in any of the following areas?

	Yes/No	**Please comment on either:** • **How you benefited; or** • **Why you feel this module was not useful for you in this area**
a. Keep yourself informed about the facts related to changing legal status of immigrants and how they might affect you.		
b. Assess the accuracy of information offered by family, friends and co-workers regarding changes in laws?		
c. Find and use the information from "special interest" groups as a means of keeping up-to-date on legislation—both those groups who are for and against immigrants?		
d. Read technical or legal information and understand what it might mean for you, your friends or your family, or your community?		
e. Clarify your understanding of legal information and how it applies to you or your community?		
f. Write letters to express your opinion or concern about an issue		
g. Anything else? Please tell us about it:		

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